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Module 2A

Grade Two Thematic

I Love a Good Story



Home Instructor's Guide: Days 1-9
and
Assignment Booklet 2A



Learning
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LEARNING

Grade Two Thematic
Module 2A: I Love a Good Story
Home Instructor's Guide: Days 1–9 and Assignment Booklet 2A
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Module 2A: I Love a Good Story

Day 1 to Day 9

This is a literature-based module. The focus is on reading, writing, and exploring a variety of literature, such as poetry, plays, fables, and stories.

To enhance this module and to augment the student's learning, it is important that you have available as many of the suggested reading resources as possible. You may borrow the books from your local library or use books you have with similar topics.

Although the basic reading resources for this module are provided, a trip to the library is strongly recommended to get the most from this module. The suggested titles that follow are not intended to be a complete list of suitable books. You or your librarian may have other favourite books to recommend as well.

Even if a trip to the library is not possible, do make every effort to surround the student with stories—those told by family members, the books from the Grade Two Thematic program, or family favourites.

The following books are suggested reading resources for the days listed. If possible, obtain one or more books from each category. Any of the “Books to Be Read Aloud” can be shared with the student during Story Time.

Reading Resources

Day 1 to Day 4

Books to Be Read Aloud

Once Upon a Time by John Prater
The Snow and the Sun by Antonio Frasconi
Something from Nothing by Phoebe Gilman
The World That Jack Built by Ruth Brown

Books to Be Read Alone or with a Partner

Bit by Bit by Steve Sanfield
The Cake That Mack Ate by Rose Robart
Jacks and More Jacks by Babs Bell Hajdusiewicz
Goldilocks
If You Give a Big Pancake by Marie Louise Gay

Books from the Story “The Pattern”

Jack and the Beanstalk

The Name of the Tree retold by Celia Barker Lottridge (a Bantu folk tale)

The Mitten adapted by Jan Brett (a Ukrainian folk tale)

Bringing the Rain to Kapiti Plain retold by Verna Aardema (a Nandi tale)

When the Elephant Walks by Keiko Kasza

The Fisherman and His Wife by the Brothers Grimm

Rosie’s Walk by Pat Hutchins

The Three Little Pigs

The Three Billy Goats Gruff

Day 5 to Day 7**Books to Be Read Aloud**

Beavers Beware by Barbara Brenner

Gordon Loggins and the Three Bears by Linda Bailey

The Rat and the Tiger by Keiko Kasza

Sody Salleratus by Aubrey Davis

Books to Be Read Alone or with a Partner

The Great Blue Grump by Jill Creighton

Think of a Beaver by Karen Wallace

This Is Our House by Michael Rosen

The Wolf’s Chicken Stew by Keiko Kasza

The Bremen Town Musicians by the Brothers Grimm

Goldilocks and the Three Bears

Stone Soup by Marcia Brown

Three Blind Mice

Three Little Kittens

Three Perfect Peaches by Cynthia C. DeFelice and Mary Demarsh (a French folk tale)

The Three Robbers by Tomi Ungerer

Three Wishes by Lucille Clifton

Days 8 and 9**Books to Be Read Aloud**

If You Give a Mouse a Cookie by Laura Joffe Numeroff

Mouse in the House by Patricia Goehner Baehr

Sambalena Show-Off by Phillis Gershator

Too Many Mice by Barbara Brenner

Books to Be Read Alone or with a Partner

Full Moon Birthday by Jeff Sheppard
Whose Mouse Are You? by Robert Kraus

The following are additional recommended books you might consider including in the student's reading list.

Picture Books

Bear on the Train by Julie Lawson
Gruntle Piggle Takes Off by Jean Little
Bats About Baseball by Jean Little and Claire Mackay
Wild in the City by Jan Thornhill

Folk Tales

Simply Ridiculous by Virginia Davis
The Orphan Boy by Tololwa Mollel

Fantasy

Aliens Ate My Homework by Bruce Coville
The Not-So-Jolly Roger by Jan Scieszka
The Chocolate Touch by Patrick Skene Catling
Charlotte's Web by E.B. White

Music Resources

These resources may be used as a follow-up to Music And Movement lessons.

Tapes/CDs

"Pure Imagination," Kenny Loggins: *Return to Pooh Corner*
"Shake Your Brains," Red Grammer: *Teaching Peace*
"What Would It Be Like?," Kim & Jerry Brodey: *Can You Hear My Voice?*
"My Window," Jack Grunsky: *Imaginary Window*

Books/Stories/Poems

Cloudy with a Chance of Meatballs by Judi Barrett
Oh, the Thinks You Can Think! by Dr. Seuss
Harold and the Purple Crayon by Crockett Johnson
Amazing Grace by Mary Hoffman and Caroline Binch
My Mother's Loves by Stephane Poulin

Films/Videos

Nouvelle Experience by Cirque du Soleil

Liang and the Magic Paintbrush by Reading Rainbow PBS Series

The Neverending Story by Warner Brothers

Field Studies

Some suggestions for a field trip are as follows:

- a recycling plant
- a factory
- a beach or park to find metal objects using a metal detector
- a construction site that uses magnets
- a library or school to see and hear a visiting author

Guest speakers might include the following:

- ear/nose/throat doctor
- audiologist
- optometrist or optician
- someone whose job requires hearing protection (construction worker, tractor operator, or airport-runway worker)
- geologist to talk about magnets
- metal-detector worker

Suggested Activities

At any time during class time or after the day's lessons, you may want to reinforce some of the learning. The following are suggested activities the student might enjoy:

- Sort and read the high-frequency and spelling words on the coloured cards
 - alphabetically
 - by length (from short to long or long to short)
 - by the same sounds (in any part of the word)
 - by easy words
 - by tricky words
- Read and clap out the syllables in high-frequency and spelling words.
- Use modelling clay to construct words.
- Make a set of cards from the words in each selection to play Bingo.
- Play guessing games. Take turns giving clues about story characters, settings, or plots.
- Conduct other experiments with magnets.

Materials You Need for Module 2

Besides the basic resources that come with this course, there are other materials you will need.

The materials required should be readily available. Ensure any materials needed for the day's lessons are collected and organized beforehand.

- paper of various types and sizes
 - lined and unlined
 - legal-sized unlined paper
 - Bristol board
 - construction paper
 - poster paper
 - sheets of coloured paper
 - mural paper
- HB pencils and eraser
- crayons (wax and pencil), watercolour set, and paintbrush
- masking tape
- letters of the alphabet
- index cards (coloured and white)
- calendar components: three metal rings, a pocket chart which can be purchased or made of poster paper, a current calendar
- material for making puppets: craft sticks or tongue depressors, felt board, drawing paper, or paper or plastic models that can be used as puppets
- books, magazines, other reading material
- old magazines, calendars, store flyers, and catalogues (to use for projects)
- duotang for the student's journal
- CD player
- tape recorder, blank audiocassette, and a microphone for recording (Some recorders have built-in microphones.)
- set of magnets and iron filings

- magnetic and non-magnetic items, such as eraser, key, penny, dime, nickel, paper clip, pencil, nail, screw, small piece of paper, a piece of aluminum foil, Styrofoam cup, crayon, metal bracelet, scissors, bottle cap, button, beads, string, staples, pins, and so on
- modelling clay
- an area set aside for a Calendar Wall and a Calendar Corner
- atlas, road map, and globe
- hand mirror
- thin cloth, plastic bag, yarn scraps, brown tissue paper
- various objects that make noise, such as aluminum foil, a whistle, dry leaves, sand paper, rhythm instruments, bells, paper, cooking utensils, toy telephone
- bingo markers
- Depending on the projects selected, some or all of the following items are required: paper clips, a medium sized container of water, tape, 6 cm x 3 cm piece of Styrofoam (can be from a meat tray), toothpick, water dish, string, fish cutouts, light-weight paper plate, iron filings, 3 x 5 cm piece of Styrofoam, needle, small dish for water, shoebox, toy car, modelling clay, piece of cardboard, cork, straight pins, iron nail, small metal pins.

The following material from the Appendix should be removed and ready to use prior to the lessons. The Appendix materials included with Module 2 are as follows:

- Calendar Page
- Calendar Picture
- “The Writing Process” Chart
- Bingo cards

The Appendix materials from Module 1 to be used as reference are as follows:

- “Before Reading” Chart
- “After Reading” Chart
- “Learning to Spell a Word” Chart
- “Reading Strategies” Chart
- “Writing Tips” Chart

Daily Summary

Day 1

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ tape recorder
- ☐ *Music and Movement* in the Classroom CD #1

Language Arts

- ☐ Collections: *Round and Round*
- ☐ Thematic Assignment Booklet 2A

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 41 and 42

Silent Reading

- ☐ books, magazines, or other favourite reading material

Social Studies

- ☐ atlas
- ☐ a road map (optional)

Looking Back

- ☐ Thematic Assignment Booklet 2A
 - Day 1: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Calendar Time follows the same procedure as in Module 1.

When you enter a new month, introduce it by helping your student remove the Calendar Page and Calendar Picture card from the Appendix of the Student Module Booklet. Have the student print the name of the month, the dates, and the year in the appropriate spaces. Use a current calendar as a model. Then have the student create a calendar picture that reflects a favourite seasonal activity for the new month.

Calendar Time activities help the student develop a sense of order and time. Learning the days of the week and the months of the year will provide many chances for the student to work with numbers and the concept of time.

Highlighting special family events on the calendar can make the learning process more meaningful.

Math Time (Time recommended: 45 minutes)

The student works on Module 2: Day 1 in the math program.

Journal Time (Time recommended: 10–15 minutes)

This is a literature-based module and the student will have the opportunity to respond to many stories and books in the Reading Response section of the journal on a daily basis. Today and on Day 9 the student will also write in the Personal Writing section of the journal. If your student is an eager journal writer, he or she may continue to make other entries in the personal portion of the journal at the usual time just after mathematics.

Language Arts (Time recommended: 60 minutes)

In reading, the student reads and responds to the report “Find a Pattern!”

As this is a literature-based module the emphasis for journal writing will be the Reading Response section of the journal.

The student will respond to the books, poems, and stories on a daily basis in this module.

Journal Time

The student responds to the report “Find a Pattern!” in the Reading Response section.

Music and Movement (Time recommended: 20–30 minutes)

For breaks today and on Day 2, consider playing the recording “The Freeze” and performing the accompanying actions.

Language Arts (Time recommended: 45 minutes)

The student makes a pictorial story of a tale of his or her own choosing. Assist the student in selecting a manageable number of events to illustrate and help with sequencing them correctly. Print the module number and day (M2D1) on the sheet for submission to the teacher on Day 9.

Lunch**Silent Reading** (Time recommended: 10 minutes)

Encourage the student to read the stories and tales listed in the recommended reading resources for this module.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 41 and 42 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Check each page with the student as he or she finishes it. If you both think the work is well done, acknowledge it with a sticker, stamp, or some other reward.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Social Studies (Time recommended: 60 minutes)

The student learns to read a map to distinguish distances near and far.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 1.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 2

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: Round and Round*
- ☐ Thematic Assignment Booklet 2A
 - Day 2: Assignment 1

Phonics Book

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 43 and 44

Silent Reading

- ☐ books, magazines, or other favourite reading material

Science

- ☐ masking tape

Looking Back

- ☐ Thematic Assignment Booklet 2A
 - Day 2: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student continues to work on Module 2: Day 2 in the math program.

Language Arts (Time recommended: 60 minutes)

Reading

The student revisits the report “Find a Pattern!” to create word chains and work with antonyms, or opposites.

Writer’s Workshop (Time recommended: 60 minutes)

Characters	Settings
Little Red Riding Hood	house in the woods
The Three Little Pigs	three different houses
Three Billy Goats Gruff	bridge over a stream

At this early stage in the student’s writing, the student may become frustrated with the challenges of writing. It is important that you give continued encouragement, support, and help. When writing, the student will go back and forth between the stages in the writing process (except for the prewriting and publishing stage). He or she may need more time in the planning stage. The editing stage may prove difficult as the student is not competent in spelling and punctuation yet. Gauge the student’s progress in writing carefully and make appropriate decisions for how much the student can manage at this time. It is important that the student does not become discouraged or disinterested in writing.

For this activity, and for all future writing projects, guide the student through the steps of the writing process.

The Writing Process:

- **Prewriting**

The student thinks about and gathers ideas from his or her own experiences, such as stories and books, films, television, his or her own imagination, and so on.

- **Drafting**

The student puts his or her ideas on paper in a free flow manner not worrying about punctuation or spelling at this point.

- **Revising**

The student revises ideas and thinks of words to make the writing more interesting.

- **Editing**

The student focuses on punctuation and spelling and ensures the writing is legible.

- **Proofreading**

This is the final reading to make sure everything is perfect.

- **Publishing/Sharing**

The student shares and displays the final copy. A picture can be added now or a tape recording made.

Put “*The Writing Process*” Chart found in the Appendix of the Student Module Booklet on the wall for the student and read through it together. Ensure he or she follows the process in this and future projects.

At any of the stages, you may want to **conference**, or talk about the writing, with the student to develop the following:

- During the **Prewriting** stage
 - suggestions for topics
 - suggestions for content once the topic is chosen
- Following the **Drafting** stage
 - suggestions for more content (“Here’s what I’ve written so far. What else should I add?”)
- During the **Revising and Editing** stage
 - suggestions for making the writing clearer (“Does my story make sense?” or “How can I make it better?”)
 - focus on sentence structure and word choice (“Should I write ‘the little cat’ or ‘the cat was small’?”)
 - skills with punctuation and spelling
- During the **Proofreading** stage:
 - reading orally and critically to make sure everything is clear
- During the **Publishing/Sharing** stage:
 - receiving and giving constructive criticism (“How does my story sound?”)

Your comments to the oral reading may include the following: “I liked the way you wrote about . . .”; “I like the way you read with expression”; “What did you mean when you wrote . . .?”; or “What did you like the best about your writing?”

Print the module number and day (M2D2) on the tale for submission to the teacher on Day 9.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

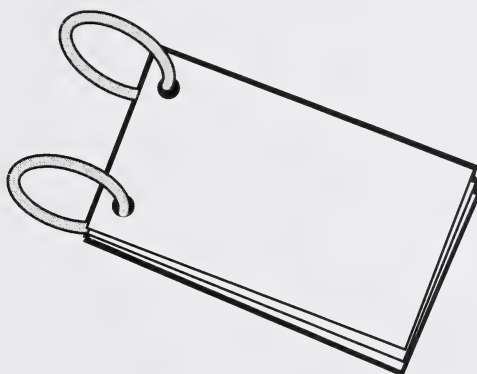
Journal Time (Time recommended: 10–15 minutes)

The student responds to the story read during Silent Reading.

High-Frequency Words (Time recommended: 15 minutes)

At the end of Module 1, the words from the Word Wall were removed and placed on rings into booklets as follows:

- one containing coloured flash cards of high-frequency or often-used words
- the other containing theme or personal-interest words and words from the stories on white flash cards



On occasion, review the cards in the ringed booklets with an emphasis on the high-frequency words that are on coloured cards.

Today you will start a new collection of words for this module. The student will learn to recognize these words at a glance without pausing to sound them out.

Today's high-frequency words are **sound** and **below**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select two other words to practise. If not, help the student learn to read the word by doing the following activities:

1. Print a short sentence in which the new word has been replaced by a blank line. Have the student print the new word on the blank and then read the sentence aloud.
2. Print the word on a piece of paper and focus the student's attention on individual letters. Ask questions such as the following:
 - What is the beginning sound?
 - What is the name of the letter that makes the sound?
 - What is the ending sound?
3. Ask the student to look for smaller words or familiar parts in the new word.
4. Have the student spell the word aloud while printing on paper.
5. Make a list of words that rhyme with the new word and contain the same word ending. For example, words such as **pound**, **found**, and **hound** would be shown to rhyme with sound.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 43 and 44 in the phonics book. Have the student work independently. Ensure the student reads the sentences and all the words on page 43 and the sentences on page 44. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Science (Time recommended: 60–90 minutes)

The student learns about poles and magnetic attraction and repulsion.

Print the module number and day (M2D2) on the back of the drawing illustrating magnets that repel and magnets that attract. This will be submitted to the teacher on Day 9.

Assignment Booklet: Have the student complete the page.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 2.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 3

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: Round and Round*
- ☐ material for making puppets, such as sticks, felt board, drawing paper, or existing plastic models
- ☐ tape recorder and audiocassette (from Module 1A)
- ☐ Thematic Assignment Booklet 2A
 - Spelling Pre-Test
 - Day 3: Assignment 2

Phonics Book

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 45, 46, 49, and 50

Silent Reading

- ☐ books, magazines, or other favourite reading material

Health and Life Skills

- ☐ hand mirror

Looking Back

- ☐ Thematic Assignment Booklet 2A
 - Day 3: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 2: Day 3 in the math program.

Music and Movement (Time recommended: 20–30 minutes)

You may be familiar with the popular action song “If You’re Happy and You Know It.” The words for the song are in the Student Module Booklet. If you know the tune, sing the song with your student. If you’re not familiar with the song, chant the lines as you perform the movements.

Consider singing and performing the accompanying actions a few times today and on Day 4 as a break.

Language Arts (Time recommended: 60–90 minutes)

The student chooses a story to retell using puppets, models, drawings, or felt board characters and then tapes the storytelling on an audiocassette that will be forwarded to the teacher on Day 9.

Explain how a story is best told when the speaker uses correct pitch, pauses at intervals to allow the words to sink in, speaks at a good rate, speaks loudly enough for the audience to hear clearly what is said but doesn’t shout, speaks with emotion or intensity, and paces the story. Demonstrate what you mean by reading or retelling a story aloud to the student while emphasizing the above points. Observe the student retelling the story. Assist the student to develop the skills to the best of his or her ability.

Be sure the student states his or her name and Module 2, Day 3 at the beginning of the recording. Label the tape the same way. Include this tape in the package to the teacher on Day 9. Use the tape from Module 1, starting where the student left off.

Have the student play the recording to friends and family during sharing time.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the story read during Silent Reading.

Spelling (Time recommended: 30 minutes)

Today, you will pre-test the student on the six spelling words for this module. The term *pre-test* means that you will test the student’s ability to spell specific words without the opportunity to study or even glance at the words prior to the test.

Study is only required of the words the student is unable to spell. Further spelling activities will be done on Day 6 with the words the student needs to study.

Assignment Booklet: Give the student the spelling pre-test. Do not let the student see the words beforehand. Test the student on these six words.

set	last
often	us
read	left

When giving the spelling pre-test, use the following steps:

- Say the word.
- Say the word in a sentence, but not as the beginning word.
- Repeat the word.

After the spelling pre-test, have the student print each word on a coloured index card (a different colour from the high-frequency word index cards) and tape it on the Word Wall under the appropriate letter.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 45, 46, 49, and 50 in the phonics book. Have the student work independently. Check each page with the student as he or she finishes it. If you both think the work is well done, acknowledge it with a sticker, stamp, or other appropriate reward.

Have the student make the fold-out book on pages 47 and 48 following the directions. Have the student read the story aloud.

These pages will be removed from the phonics book at the end of Day 9.

Health and Life Skills (Time recommended: 60 minutes)

The focus today is on eyes and the importance of keeping them healthy. In the next lesson, the focus will be on positive hygiene and care of eyes.

Start the game by choosing an object in the room. Do not tell the student what it is. Have the student guess what the object is by giving one visual clue at a time. Use descriptions that refer to the object's size, location in the room, texture, colour, distance, and shape.

Some examples for the I Spy with My Little Eye game are as follows:

"I spy with my little eye something that is **blue**"; "I spy with my little eye something that is **rough**"; "I spy with my little eye something that is **nearby**"; "I spy with my little eye something that is **round**"; "I spy with my little eye something that is **small**." When the student correctly guesses what the object is, have him or her give the clues. Take turns playing the game with the student.

Have the student draw and colour his or her own eyes on the top half of a sheet of unlined paper. Guide the student to recognize and draw some of the parts of the eye such as the pupil, iris, eyelid, and lashes. Then have the student draw your eyes in the bottom half of the paper. Print the module number and day (M2D3) on the sheet for submission to the teacher on Day 9.

Assignment Booklet: The student thinks of and writes an “I Spy” riddle and draws the object in the box.

Looking Back (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 3.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

Day 4

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month’s calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ Thematic Assignment Booklet 2A
 - Day 4: Assignment 3

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics Book

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 53 and 54

Looking Back

- ☐ Thematic Assignment Booklet 2A
 - Day 4: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 2: Day 4 in the math program.

Language Arts (Time recommended: 60 minutes)

The student reads the story “The Almost-Told Story.”

Writer’s Workshop

Print the module number and day (M2D4) on the tale of “The Giant and His Dressy Dogs.” Submit it to the teacher on Day 9.

Journal Time

The student responds to the story “The Almost-Told Story” in her or his journal.

Enrichment (optional)

The student may draw and colour or paint illustrations to accompany his or her story about the giant and his dressy dogs.

New Words

If there are any other words from the story “The Almost-Told Story” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

High-Frequency Words (Time recommended: 15 minutes)

Today’s high-frequency words are **end** and **along**. Print each on a coloured card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 53 and 54 in the phonics book. Have the student work independently. Ensure the student reads each word and sentence on both pages aloud. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Social Studies (Time recommended: 60 minutes)

Assignment Booklet: The student differentiates between left and right.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 4.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 5

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ CD *JEUX D'ENFANTS* (Children's Games)

Language Arts

- ☐ Collections: *Round and Round*
- ☐ Thematic Assignment Booklet 2A
 - Day 5: Assignment 4

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 55 and 56

Science

- ☐ one piece of aluminum foil
- ☐ one piece of thin cloth
- ☐ plastic bag

Art

- ☐ mural paper or poster paper
- ☐ yarn scraps
- ☐ brown tissue paper clumps

Looking Back

- ☐ Thematic Assignment Booklet 2A
 - Day 5: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 2: Day 5 in the math program.

Language Arts (Time recommended: 90 minutes)

Reading

Read the following story to the student.

The Three Billy Goats Gruff

In a big field close to a river, there lived a family of three billy goats named Gruff. One day they saw that the grass in their field had turned brown. It was not good to eat. On the other side of the river, they could see a huge field where the grass looked green and sweet. So they decided to cross the bridge over the river to eat that sweet green grass.

The little billy goat went first. Trip, trap, trip, trap went his little feet.

“Who’s that tripping over my bridge?” said an angry voice. It was the troll who lived under the bridge.

“It’s only I, Little Billy Goat Gruff. I wish to cross over to eat the sweet green grass.”

“I’m going to eat you!” said the troll.

“Please don’t eat me. Wait for my brother, Middle-sized Billy Goat Gruff. He’s much bigger than I.”

“Be off with you then, before it’s too late,” replied the troll. So Little Billy Goat Gruff tripped across the bridge and began to eat the sweet green grass.

Soon after, Middle-sized Billy Goat Gruff went tripping over the troll’s bridge. Trip, trap, trip, trap, went his middle-sized feet.

“Who’s that tripping over my bridge?” said an angry voice. It was the troll who lived under the bridge.

“It’s only I, Middle-sized Billy Goat Gruff. I wish to cross over to eat the sweet green grass.”

“I’m going to eat you!” said the troll.

“Please don’t eat me. Wait for my brother, Big Billy Goat Gruff. He’s much bigger than I.”

“Be off with you then, before it’s too late,” replied the troll. So Middle-sized Billy Goat Gruff tripped across the bridge and began to eat the sweet green grass.

Last of all, Big Billy Goat Gruff went tripping over the troll’s bridge. Trip, trap, trip, trap, went his great big feet.

“Who’s that tripping over my bridge?” shouted the troll.

“It’s only I, Big Billy Goat Gruff. I wish to cross over to eat the sweet green grass on the other side.”

“No, you won’t. I’m going to eat you for my dinner!” said the troll.

“Now, Mr. Troll,” replied Big Billy Goat Gruff, “that would be silly. I am an animal, not a vegetable, and you only eat vegetables. If you eat me, you might get sick! Why don’t you come with me to eat the sweet green grass instead?”

And that’s just what Mr. Troll did!

Journal Time

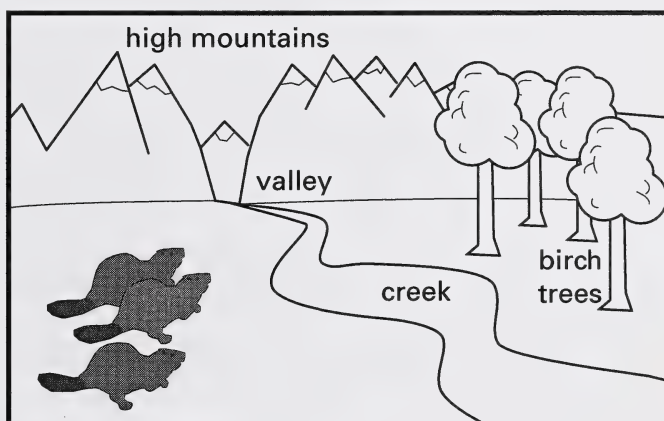
The student responds to the story “The Three Beavers Brown” in his or her Reading Response section of the journal.

Music and Movement (Time recommended: 20–30 minutes)

Play Georges Bizet’s “March (Trumpet and Drum)” from the CD “*JEUX D’ENFANTS* (Children’s Games)” and have the student move to the music (movements of the beavers and Sasquatch) a few times today and on Day 6 as a break.

Picture Map

This is an example of a picture map from the story “The Three Beavers Brown.”



Before the student makes the picture map, review the story elements (characters, setting, events). Record the student’s responses on the chalkboard or on chart paper.

Have the student think of an event he or she would like to portray from the story. Discuss what the student might want to put in the picture map.

When the student has finished making the picture map, ask if there is anything else he or she can do to make it better. Ensure the student can explain what is in the map and the reasons for including things. Check that it has enough detail and includes labels.

Have the student print his or her name on the paper. Ensure the module number and day (M2D5) is on the sheet for submission to the teacher on Day 9.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

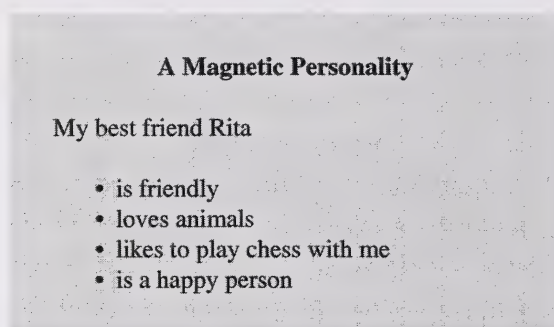
Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 55 and 56 in the phonics book. Have the student work independently. Ensure the student reads each word and sentence on both pages aloud. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Science (Time recommended: 60 minutes)

Assignment Booklet: The student answers what materials the magnetic force will pass through.



Submit the magnetic personality list to the teacher on Day 9. Print the module number and day (M2D5) on the paper.

Art (Time recommended: 30–45 minutes)

The student makes a Sasquatch and uses fabric, tissue paper, or yarn to create a textured coat. Your student may choose to submit the Sasquatch to the teacher on Day 9.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 5.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 6

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: Round and Round*
- ☐ Thematic Assignment Booklet 2A
 - Day 6: Assignment 5

Journal Time

- ☐ journal

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 57 and 58

Looking Back

- ☐ Thematic Assignment Booklet 2A
 - Day 6: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 2: Day 6 in the math program.

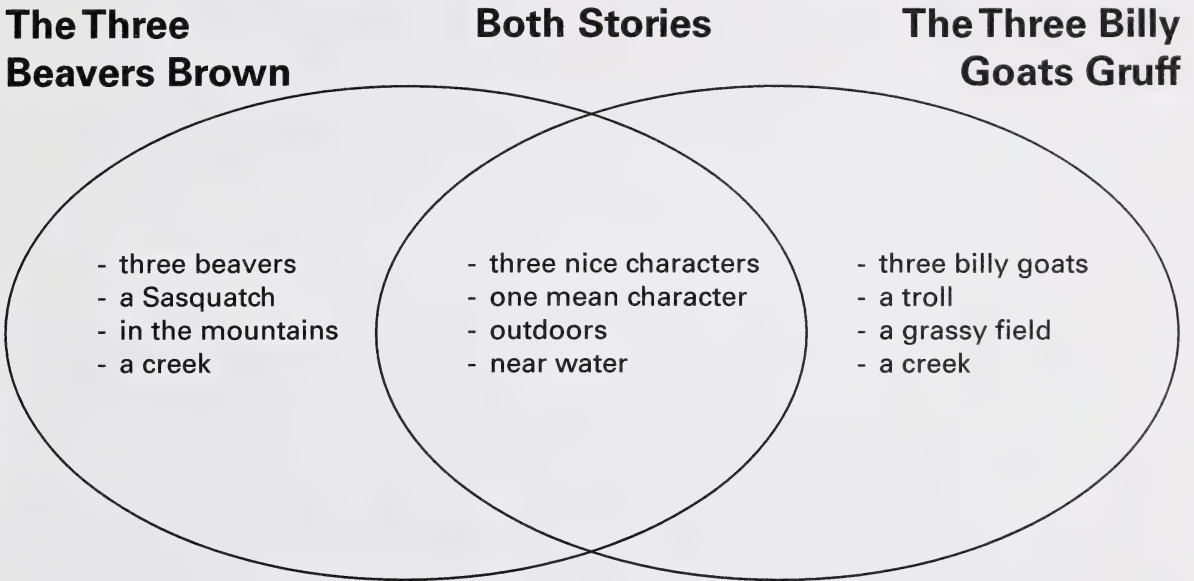
Language Arts (Time recommended: 60-90 minutes)

Reading

This is an example of the chart you can make for the two stories “The Three Beavers Brown” and “The Three Billy Goats Gruff.”

Elements	The Three Billy Goats Gruff	The Three Beavers Brown
Characters	<ul style="list-style-type: none"> – three beavers – a Sasquatch 	<ul style="list-style-type: none"> – three billy goats – a troll
Setting	<ul style="list-style-type: none"> – the mountains – a creek 	<ul style="list-style-type: none"> – a grassy field – a stream
Problem	<ul style="list-style-type: none"> – The beavers want to cross the creek to get to the birch trees. 	<ul style="list-style-type: none"> – The billy goats want to cross the stream to get to the sweet grass.
Events	<ul style="list-style-type: none"> – The beavers go one at a time to cross the creek but are stopped each time by the Sasquatch who wants to eat them. 	<ul style="list-style-type: none"> – The billy goats go one at a time to cross the stream but are stopped each time by the troll who wants to eat them.
Solution	<ul style="list-style-type: none"> – The biggest beaver tells the Sasquatch there are gigantic beavers living down the creek. – He goes after them. 	<ul style="list-style-type: none"> – The biggest billy goat asks the troll to join them.

Assist the student with the Venn diagram. An example is started for you as follows:



Writer's Workshop

Remind the student about the writing process and to follow it as he or she writes.

Submit the student's writing to the teacher on Day 9. Print the module number and day (M2D6) on the paper.

Enrichment (optional)

Have the student change the ending to the story "The Three Beavers Brown." Discuss how the beavers could have been nicer to the Sasquatch. The student writes the new ending, showing the beavers and Sasquatch getting along.

Submit the student's writing to the teacher on Day 9. Print the module number and day (M2D6) on the paper.

High-Frequency Words (Time recommended: 15 minutes)

Today's high-frequency words are **while** and **might**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 20 minutes)

Follow the directions for pages 57 and 58 in the phonics book. Have the student work independently. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the story read during Silent Reading.

Spelling (Time recommended: 30–45 minutes)

The spelling words for this module are **set**, **often**, **last**, **us**, **read**, and **left**. As a result of the pre-test on Day 3, you and your student will know which words need to be practised. Review these words, pointing out the following:

- Look for little words in bigger words such as **ten** in **often**.
- Look for consonant blends: **st** in **last**; **ft** in **often** and **left**.
- Remember the rule when two vowels are together such as **ea** in **read**.

When two vowels go walking,
The first one does the talking
And it usually says its name.
The second one says nothing at all.

If the student could correctly spell all six words given in the pre-test, have him or her practise the personally chosen words from the stories.

Health and Life Skills (Time recommended: 60 minutes)

Print the module number and day (M2D6) on the poster for submission to the teacher on Day 9.

Assignment Booklet: The student lists important points about eye safety.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 6.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 7

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD #2

Language Arts

- ☐ *Collections: Round and Round*
- ☐ Thematic Assignment Booklet 2A
 - Day 7: Assignment 6 and 7

Phonics

- ☐ Level B: Modern Curriculum Press Phonics, pages 59 and 60

Silent Reading

- ☐ books, magazines, or other favourite reading material

Looking Back

- ☐ Thematic Assignment Booklet 2A
 - Day 7: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 2: Day 7 in the math program.

Journal Time (Time recommended: 15 minutes)

The student writes in his or her personal journal.

Music and Movement (Time recommended: 20–30 minutes)

Consider playing “An Adventure in Space” on the *Music and Movement in the Classroom* CD #2 and having the student move to the narration a few times today and on Day 8 as a break.

Language Arts (Time recommended: 60 minutes)

The student rereads “The Trespassing Beaver” and Rachel Peterson’s commentary “Trespassing Foxes” in preparation for a discussion of problem-solving strategies.

Draw It

Submit the drawing of the solution to the student’s problem to the teacher at the end of Day 9. Print the module number and day (M2D7) on it.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Journal Time

The student responds to the story just read in the Reading Response section.

Spelling (Time recommended: 30 minutes)

Have the student write sentences with the words from the spelling pre-test: **set, often, last, us, read, and left.**

If the student has personally chosen words, the same procedure applies.

Assignment Booklet: The student writes six sentences that contain the spelling words from the pre-test (or personally chosen words).

Phonics (Time recommended: 20 minutes)

Follow the directions for pages 59 and 60 in the phonics book. Have the student work independently. Check each page with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Social Studies(Time recommended: 60 minutes)

The student uses the **How to Solve a Problem** chart to solve a transportation problem for seniors. The student illustrates the solution. You might add a caption or encourage the student to add a caption to clarify the picture.

Submit the drawing of the solution to the teacher on Day 9. Print the module number and day (M2D7) on the paper.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 7.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 8

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: Round and Round*
- ☐ Thematic Assignment Booklet 2A
 - Day 8: Assignment 8

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ Level B: Modern Curriculum Press Phonics, pages 61, 62, 63, and 64

Science

- ☐ magnets and iron filings and cellophane or plastic bag

Looking Back

- ☐ Thematic Assignment Booklet 2A
 - Day 8: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 2: Day 8 in the math program.

Language Arts (Time recommended: 60–90 minutes)**Reading**

The student reads the story “There’s a Hole in the Bucket.” Try to locate some books that tell stories that go in circles from your local library. Some titles are as follows:

- *Where the Wild Things Are*
- *The King’s Cat*
- *Sarah Saw a Blue Macaw*
- *Droo*
- *Go Ducks Go!*
- *The Doorbell Rang*
- *Rosie’s Walk*
- *Farmer Joe’s Hot Day*
- *If You Give a Mouse a Cookie*
- *This Is the Place for Me*
- *Four Seasons for Toby*

Journal Time

The student responds to the story “There’s a Hole in the Bucket” in the Reading Response section.

Enrichment (optional)**Henry’s Tools**

Have the student list and illustrate all the tools and materials Henry needs to use to fix the hole in the bucket. Have the student list them in the order Henry needed them. Submit the illustrated list to the teacher on Day 9. Print the module number and day (M2D8) on the paper.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

High-Frequency Words (Time recommended: 15 minutes)

Today’s high-frequency words are **next** and **always**. Print each on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word to practise. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 61, 62, 63, and 64 in the phonics book. Have the student work independently. Check each page with the student as he or she finishes it. If you both think the work is well done, acknowledge it with a sticker, stamp, or some other reward.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Science (Time recommended: 60 minutes)

The student continues the study of magnets to learn about magnetic fields.

Assignment Booklet: The student identifies a magnetic field.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 8.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 9

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- CD player
- CD *Ideas That Sing!* Volume 1

Language Arts

- ☐ Collections: *Round and Round*
- ☐ Tape recorder and audiocassette
- ☐ Thematic Assignment Booklet 2A
 - Day 9: Assignment 9

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 65 and 66

Health and Life Skills

- ☐ various noise making objects, such as: aluminum foil, a whistle, dry leaves, sand paper, rhythm instruments, bells, paper, cooking utensils, toy telephone, and so on

Looking Back

- ☐ Thematic Assignment Booklet 2A
 - Day 9: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 2: Day 9 in the math program.

Journal Time (Time recommended: 15 minutes)

The student writes in the Personal Writing section.

Music and Movement (Time recommended: 20–30 minutes)

Consider playing “Holes in My Imagination” and having the student act out the parts a few times today and on Day 10 as a break.

Language Arts (Time recommended: 60–90 minutes)

The student will be changing statements in the story “There’s a Hole in the Bucket” to questions.

Ask and demonstrate how statements in the story can be made into questions. For example, “Liza, there’s a hole in the bucket” can be made into the following questions: “Is there a hole in the bucket?”; “What is wrong with the bucket?”; “How can I fix the hole in the bucket?”; “Why is there a hole in the bucket?”

As the student reads the statements in the story, talk about the process of changing them into questions so the student can “see” your thinking. Demonstrate the process on the board or chart paper. Discuss the question words (what, why, how) and the strategy of changing the order of the words in the statement to make a question. Change all three of Henry’s statements into questions.

Assignment Booklet: The student changes statements into questions.

Reading

The student tapes the story “There’s a Hole in the Bucket” on an audiocassette.

Be sure the student states his or her name and Module 2, Day 9 at the beginning of the recording. Label the audiocassette the same way. Include this cassette in the package to the teacher today. (Use the tape from Day 3, starting where the student left off.)

Have the student play the recording to friends and family during sharing time.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Journal Time (Time recommended: 10–15 minutes)

The student responds to the story read during Silent Reading.

Phonics (Time recommended: 20–30 minutes)

Follow the directions for pages 65 and 66 in the phonics book. Have the student work independently. Check each page with the student as he or she finishes it. If you both think the work is well done, acknowledge it with a sticker, stamp, or other appropriate reward.

These pages will be removed from the phonics book and submitted to the teacher at the end of today.

Health and Life Skills (Time recommended: 60 minutes)

The focus is on ears and the sounds they hear.

Submit the drawing of the heads to the teacher today. Print the module number and day (M2D9) on the paper.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 9.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Use the Items for Mailing checklist at the end of Assignment Booklet 2A to ensure that you include all items for the teacher. Submit all the requested items for marking now.

ASSIGNMENT BOOKLET 2A

Grade Two Thematic
Module 2A: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

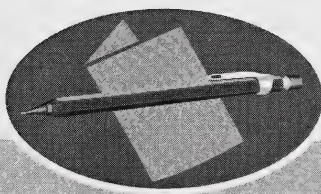
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Two Thematic

Module 2A

I Love a Good Story

ASSIGNMENT BOOKLET 2A



**Learning
Technologies
Branch**

Alberta
LEARNING

Grade Two Thematic
Module 2: I Love a Good Story
Assignment Booklet 2A
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Learning Log

Home Instructor's Comments

What have you observed about the student's language development? Check **yes** or **not yet**.

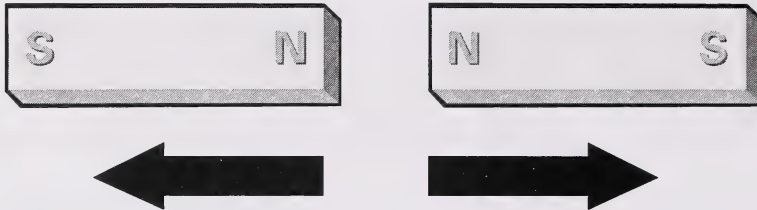
- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •independently raises questions about a topic |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •asks questions to gather more information |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •asks questions to clear up misunderstandings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •asks questions related to the content of pictures, stories, or conversations |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •listens attentively to answers to questions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •knows where to look for answers to questions |

Use this space for any other comments regarding the student's language development or questioning skill.

Student's Comments

Assignment 1

1. Why are these two magnets pushing each other apart? Print your answer on the lines.



2. When you bring the **north** pole of one magnet close to the **north** pole of another magnet, the magnets _____.
3. When you bring the **south** pole of one magnet close to the **north** pole of another magnet, the magnets _____.
4. Print the rule for magnets.

_____ poles attract

and _____ poles repel.

Learning Log

Home Instructor's Comments

What have you observed about the student's developing skills in writing? Refer to today's Writer's Workshop activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • offers suggestions for characters |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • offers suggestions for settings |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • combines ideas orally, adding words and ideas to compose good sentences |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • suggests traditional story beginnings to write his or her own story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • composes a story that has a beginning, middle, and end |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • composes a story that has main characters that perform actions |

To what extent is the student writing independently during assignments? Give details on the kind of help needed.

Student's Comments

Tell your teacher how you think your writing went today.

Spelling Pre-Test

Listen carefully to the words your home instructor gives you. Neatly print the words on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Assignment 2

Think of an I spy riddle. Fill in the blanks.

I am the colour _____.

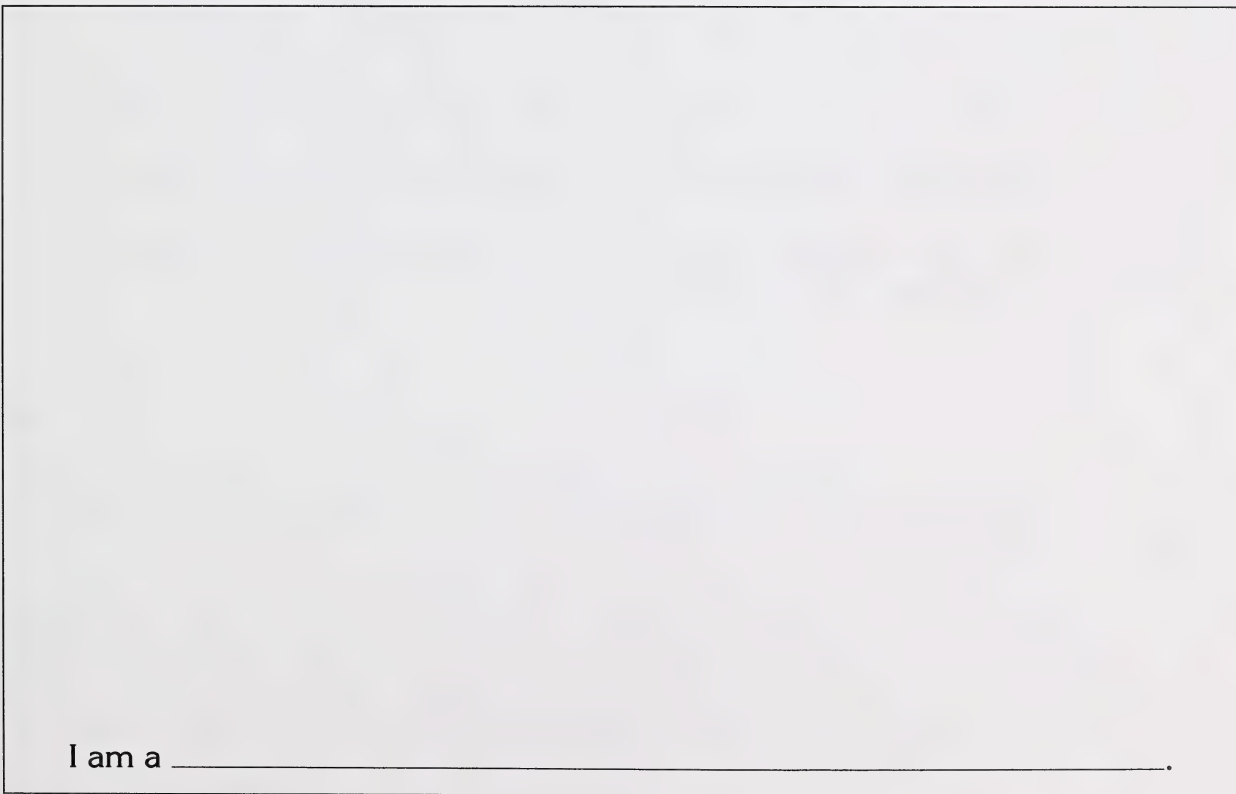
I am (how big?) _____.

I feel _____.

I can _____.

_____.

Draw a picture of the answer in the box.



I am a _____.

Learning Log

Home Instructor's Comments

What have you observed about the student's ability to express feelings with puppets? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is eager to try dramatic techniques |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can think of several different voices |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to change voice to suit an emotion |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • keeps the puppet story going with creative talk |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses correct pitch (voice isn't too high or low) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • speaks at a good rate (not too slowly or quickly) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • pauses at intervals to allow the words to sink in |

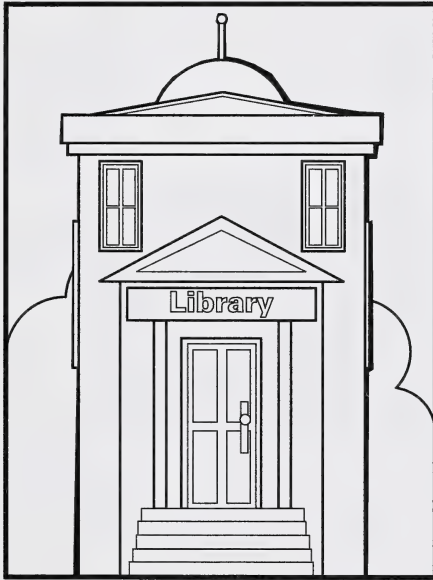
Use this space for questions or comments about your student's developing ability to express feelings through role playing.

Student's Comments

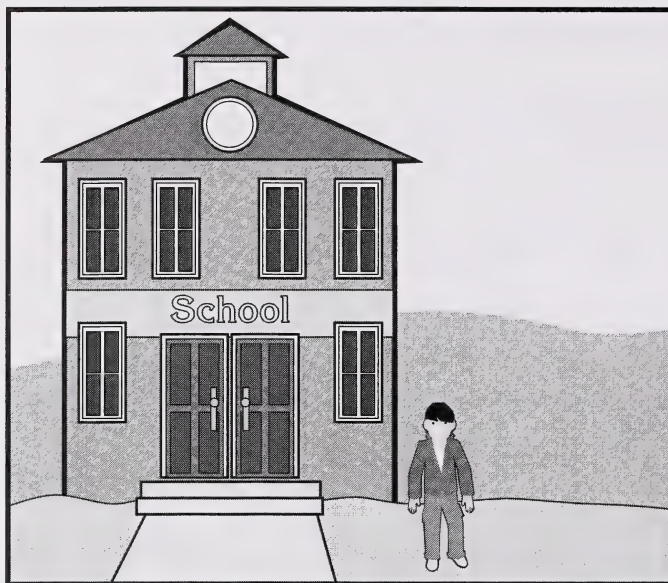
Assignment 3

Colour the library on the right red.

Colour the library on the left brown.



Using the word **left** or **right**, print a sentence about the picture on the lines below.



Learning Log

Home Instructor's Comments

What have you observed about the student's social studies skills? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to read a simple map |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify boundaries of countries on a map |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can use the information in the legend to read a map |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses terms of direction and distance, such as near and far, here and there, left and right |

Use this space for any additional comments regarding the student's social studies skill or knowledge. You may make general comments about the day's work.

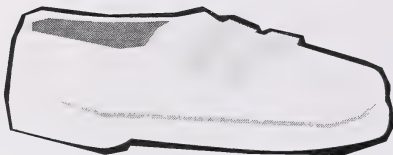
Student's Comments

Assignment 4

Will the magnetic force pass through the following items?

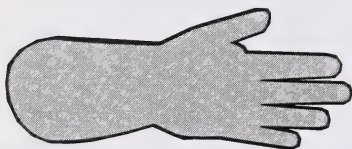
Print **yes** or **no** on the lines beside the objects. The first one is done as an example for you.

1. shoe



no

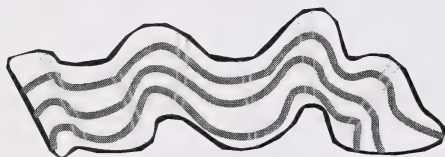
2. hand



3. aluminum foil



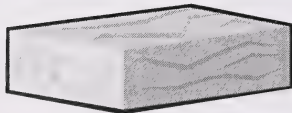
4. tea towel



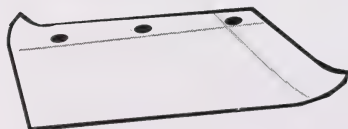
5. tin can



6. wooden block



7. paper



Learning Log

Home Instructor's Comments

What have you observed about the student's ability to represent story ideas? Refer to today's picture map from the story "The Three Beavers Brown." Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can explain items in a map and why they are included |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • puts in enough details |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses details which relate to the event selected |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • includes labels |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • makes a good effort |

Add any comments you have about the day's work.

Student's Comments

Tell your teacher if there is anything you could do to make your picture map better.

Assignment 5

A. List two things you can do to make your eyes safe.

1. _____

2. _____

B. List two things you **should not** do because they can hurt your eyes.

1. _____

2. _____

C. List two things that tell you your eyes are unhealthy. Print them on the lines.

1. _____

2. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's creativity? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to think of ways to represent ideas and experiences in drawings, paintings, or posters |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • suggests ideas for journal writing and other writing activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • moves creatively and can think of alternate movements |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • solves problems independently and creatively |

Comment on the student's ability to think creatively or make other general comments about today's assignments.

Student's Comments

Assignment 6

1. Write the problem.

Problem: _____

2. Write three solutions.

Solutions: _____

3. Use a green crayon to cross out the solutions that won't work.

4. Write the solution you tried.

Solution: _____

5. Answer the questions.

Did your solution work? _____

If it didn't work what might you try now?

Assignment 7

Write a sentence using each of the following words or the words your home instructor gives you.

- | | |
|----------|---------|
| 1. set | 4. us |
| 2. often | 5. read |
| 3. last | 6. left |

Underline each spelling word in the sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's development in the area of dramatic movement? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands the idea of personal space and general space |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows development in flexible, free, and controlled movements |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is discovering how to use the body as a vehicle for expressing and interpreting feelings and ideas |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • responds to music through movement in an individual manner |

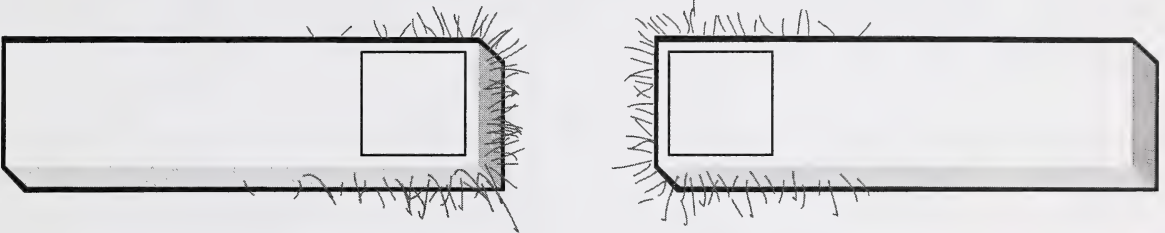
Do you have any questions or comments about the student's development in the area of dramatic movement?

Student's Comments

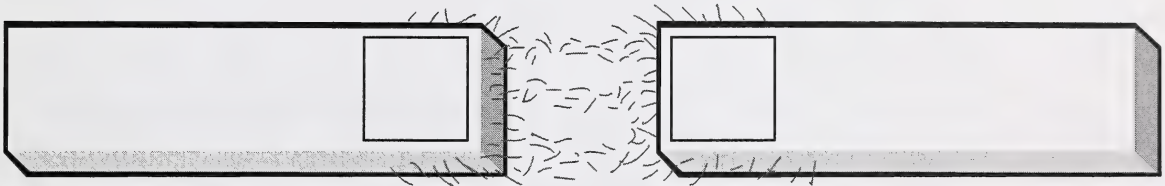
Assignment 8

Look at the iron filings on the magnets. Print the names on the poles of each magnet.

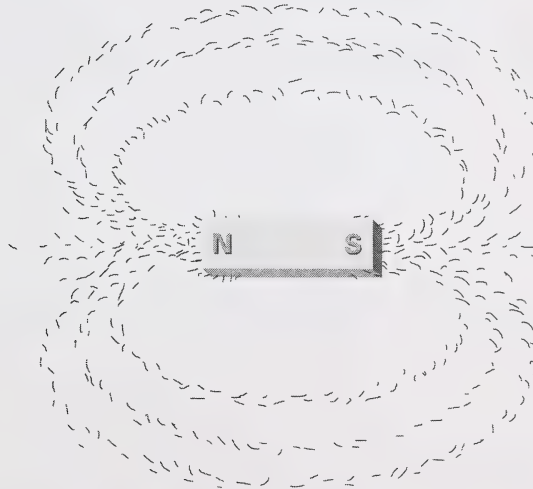
1.



2.



3. What do the iron filings in this picture show? Print your answer on the line.



Learning Log

Home Instructor's Comments

What have you observed about the student's skill in discussing and interpreting a reading selection? Refer to today's discussion of "There's a Hole in the Bucket." Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify the problem |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can explain the problem and solution in some detail |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • contributes ideas to the discussion |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • contributes ideas relevant to the question being discussed |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to support an answer by referring to the story |

Comment on the student's ability to discuss and interpret a text.

Student's Comments

Assignment 9

Change these statements into questions. Don't forget to use a question mark.

1. The beavers solved their problem.

2. The crocodile had a big family.

3. The straw might be too long.

Learning Log

Home Instructor's Comments

What have you observed about the student's development in personal planning?
Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •expresses feelings of success about the work done over the past nine days |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to choose his or her best work |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to tell why he or she chose this work |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to suggest improvement goals |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to think of ways to achieve the improvement goals |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is willing to make changes if things don't work out |

Do you have any other comments or questions about today's work or about the work done in Days 1 to 9?

Student's Comments

I will work to improve _____

Grade Two Thematic—Assignment Booklet 2A
Module 2A: I Love a Good Story
Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 1 – 9

- ☐ Thematic Assignment Booklet 2A. Ensure all assignments have been completed, including the Learning Logs.
- ☐ *Level B: Modern Curriculum Press Phonics*, pages 41–66
- ☐ one entry from the Personal Writing section of the journal chosen by the student
- ☐ three entries from the Reading Response section of the journal chosen by the student

Day 1

- ☐ the pictorial story of a tale

Day 2

- ☐ the tale with the student's own beginning
- ☐ drawing of magnets repelling and attracting

Day 3

- ☐ audiocassette of the retold story
- ☐ drawing of the student's and home instructor's eyes

Day 4

- ☐ the tale of "The Giant and His Dressy Dogs"

Day 5

- ☐ picture map from the story "The Three Beavers Brown"
- ☐ magnetic personality list
- ☐ Sasquatch picture (optional)

Day 6

- ☐ writing that describes how the troll or Sasquatch feels about trespassers
- ☐ story with a new ending to "The Three Beavers Brown" (optional)
- ☐ eye-safety poster

Day 7

- ☐ drawing of the solution to the student's problem
- ☐ drawing of the solution to the senior citizens problem

Day 8

- ☐ the illustrated list of tools and materials from the story "There's a Hole in the Bucket" (optional)

Day 9

- ☐ audiocassette of the reading of the story "There's a Hole in the Bucket"
- ☐ the drawing of the student's head and an animal's head